Chapter 1

In Chapter one of Fair isn’t Always equal by Rick Wormelli it explains how Differential Instruction is used in the classroom to assist those who need the extra help and those who need more challenges. The problem with DI is the fact that many students might think that the differences between instruction isn’t fair, but as teachers we need to understand that “what is fair isn’t always equal, and our goal as teachers is to be fair and developmentally appropriate, not one-size-fits-all equal.”(pg 6) We as teachers need to realize that “what we teach is irrelevant. It’s what our students learn after their time with us that matters.” (pg 8) By creating a sense of trust between you and the student, and having them know that you are trying to make their learning process easier for them you will be able to “breathe a little easier because the experiences students’ [have with] learning is a direct result of [your] decisions, and those students are learning at a level otherwise not achievable through non-differentiated practices.”(pg 8) This chapter was very insightful in the many ways that teachers can be differentiated in their instruction but also provide all students will the necessary content. Just by walking around, talking with students through their problems, and even giving extra material when needed are all examples of DI. Personally knowing how easy it will be to DI will make me want to analyze my students and provide them with instruction that is best for them as learners.

Chapter 2

Chapter 2 in Fair isn’t Always Equal explains how “Mastery is more than knowing information, of course, but it can even go beyond manipulating and applying that information successfully in other situations”(pg 11). It is said to be true that students will not fully understand a content area unless “they can explain it, interpret it for others or other situations, apply it, acknowledge and explore alternative perspectives on the topic, experience empathy for the topic (or appreciate the experience of others who do), and accurately identify and reflect on their own self-knowledge regarding the topic”( pg12) They are many different ways to evaluate your students mastery of skills, a couple examples are:

* Provide multiple assignments. This can help provide a good comparison in the different intelligences of your students.
* Track your students learning. If your student is constantly raising the bar of knowledge that they have for a certain subject your evaluation should be very easy.

Determining what’s important for your students to master is ultimately up to you. “Curriculum is subject to a teacher’s interpretation”. (pg 18) I feel as though this is very important for a teacher to understand. There are always going to be things that you have to get through in your classes although they way you get to them could be a direct reflection of your students MI’s. As a teacher if your class is more visual in their learning styles having them read a book may not be as powerful as if you showed them a movie. The two could have the same information but because your students are visual learners the movie will more than likely be a better alternative than a book would be.

.Chapter 3

Chapter 3 discusses different assessments and how they should be a tool for evaluating your students; not a test that will tell you who is smarter, but as a way to see where they need to improve and what their strengths are. They are many great assessments one of which I found most useful. The assessment of the *K*now, *U*nderstand, Able to *D*o (KUD) concept seems to target the key themes that teachers are looking for in their assessments. (KUD) is explained as:

* *“Know* refers to what students have retained from the learning
* *Understand* refers to concepts/relationships/connections students understand as a result of the unit
* *Do* refers to specific skills students can demonstrate” (pg 22)

Finding what is essential in your lessons are key in addressing your ways of assessing your students. Making sure your students understand what they are suppose to “get” out of your lesson will make it easier for them when completing the assessment of any kind. Knowing what your suppose to learn before you learn it is a great way for students to evaluate themselves throughout an entire unit, instead of realizing what’s on the “test” and cramming information that will not benefit them in any way. Pre-assessing is an important habit to pick up. As a teacher knowing what your students know helps you in preparing different activities throughout your unit that will enhance their learning.